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| Aspiring Principal Program |
| Implementation and Development of a Reading Curriculum |
| Foundation of Curriculum, Dr. Byrd |

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| Sindy Giard  12/1/2009 |

Abstract

This paper reflects the leadership standards (I-1, I-2) needed to develop and implement a curriculum that will be aligned to the GLE’s, instructional lessons, and assessments to help increase student achievement in the area of Reading. This paper also gives an investigation about the problems and concerns the nation is facing in the area of Reading as well as a snapshot of some statistics. It also focuses on Gilbert Stuart Middle School (GSMS) located in the City of Providence with approximately 900 students enrolled during a school year and how to improve Reading scores on the NECAP test. NECAP test is administered to all grade levels every year, but this paper will only focus on 7th grade 2008-2009 test results. NECAP Reading test scores for this particular year were analyzed to identify areas of weakness. The Grade Level Expectations (GLE’s) and the English Language Art Pacing Guide for grade 6th were also examined to help target those areas that were deficient in the NECAP test as well as the depth of knowledge to help increase critical thinking in order to improve test scores. Lesson plans and assessments were created attaching them to the appropriate GLE’s and using the high level of critical thinking in the DOK chart. SMART goals and a Field Force Analysis were developed as well as a school improvement plan which includes professional development and meetings with teacher leaders in order to increase student achievement in this area schoolwide.

**Research:**

America (USA) is supposed to be one of the world’s most affluent and technologically-advanced society. Free public education is available for everybody-everywhere in this country, not to mention the amount of money the federal government spends every year on literacy education. So why is there a Reading problem in America?

In today’s global competitiveness America (USA) needs to rethink and come up with a fast solution to improve instruction in Reading in order to increase test scores nationwide and to educate citizens that will succeed and be able to compete in today’s global economy. National Assessment of Educational Progress testing indicates that the percentage of American children who are able to read well has not improved in the last 25 years . “Reading in America is not only declining among all groups, but the rate of decline has accelerated, especially among the young. The decline in reading, therefore, parallels a large retreat from participation in civic and cultural life” . There are several factors for the declining of Reading in America. Two handicaps the USA has are having the highest level of socioeconomic and ethnic/racial diversification. A result of this diversity is the achievement gap or lower average of achievement on Hispanics and Blacks population .

Another issue could be language. Yes, English is the USA national language; however, the United States is such a diverse country with so many languages that the English language is at risk and therefore, Reading is at risk too. “If a child’s knowledge of English is poor, then his reading will also be poor. Without effectively working at improving his English, the reading ability of the child will not improve” . So if the child doesn’t speak English like a native speaker or is not born in an English only household, then this factor might cause this child to have problems reading creating the lower average of/or achievement gap.

Reading problems in the nation’s public schools has always been a big concern; but it wasn’t until the late 80’s and 90’s that focus in reading evolved due to the large percentage of students exiting high school who were unable to read at the level of proficiency required to graduate from high school. This created the implementation of a new legislation, the No Child Left Behind (NCLB) Act of 2001. The *No Child Left Behind (NCLB) Act of 2001* originated in the office of the 43rd President, George Bush. The purpose of this act is to improve achievement of disadvantaged students, recruitment and training of teachers and principals, language instruction for limited English proficient students, funding for federally impacted areas, reading first and literacy programs, and dropout prevention are among the issues addressed in the legislation. NCLB Act also requires that all students be proficient in Math and Reading by 2014 according to standards and testing programs developed individually for each state . Here we are, seven years after passage of the NCLB and midway to the nation’s goal of having students on grade level or better in Reading and Math by 2014 and the academic performance of our students for Reading/Literacy continues being a big problem in the nation.

It is clearly noted that the government alone cannot solve the problems in the nation’s public schools. State and local authorities are in a better position to improve schools. The standards and accountability movement has been led by the states. State-level innovation has been the catalyst for promising education reform ideas such as charter schools and teacher merit pay. Parental say in their child’s education has also become a trend, giving parents more ways to choose the school their child attends, helps match individual students, and provides important feedback for schools .

It is evident that the need for action is desperate; statistics show that very little improvement has been made in Reading at all levels of the spectrum. The National Report Card of 2003 stated that “68% of the nation’s 4th graders are reading below proficiency. The same reports show that the problem extends throughout education: 64% of 12th graders never make it to the proficiency level” (Ellis, 2008). Figure 1.1 shows the trend in average scores for the nation’s eighth-grade public school students in the NAEP Reading. These results are reported on a scale of 0-500. According to NAEP, scores for this particular grade level has dropped by 2 point average from 2002 to 2007 (NAEP, The Nation's Report Card Reading 2007, 2007).

Figure .1

Figure 1.2 shows the scores for New Hampshire, Rhode Island, and Vermont’s eighth-grade students in the NECAP Reading . This assessment is administered yearly by The New Hampshire Department of Education, Rhode Island Department of Education, and Vermont Department of Education and results are reported on a scale of 0-100 which is divided in to four levels, four being proficient with distinction. These states have developed a common set of Grade-Level Expectations, known as the New England Common Assessment Program Grade-Level Expectations (NECAP GLEs), and test specifications in Mathematics, Reading, and Writing (NECAP, 2007). Figure 1.2 shows improvement from year to year gaining 9 point average from 2005 to 2008. These states must have comprehensive reforms and a set of strategies that are working for them to continue making little progress year after year. Nevertheless, there is still a lot of work to be done in order for these states to achieve their 100% goal in the NECAP Reading assessment by 2014; but in the interim, they can celebrate their progress.

Figure 1.2

It is evident that there is some gains in the scores for these three states combined; however, the nation’s Reading scores show a loss which is very alarming for everyone in the country. Let’s briefly talk about the State of Rhode Island NECAP test scores since later on in the paper; I will be focusing in a comprehensive analysis of the 7th grade 2007-2008 NECAP Reading test scores for Gilbert Stuart Middle School in the Providence District.

It is extremely important for all school in the State of Rhode Island to test well in the NECAP test. As mentioned earlier, The New England Common Assessment Program (NECAP) is given in Reading, Mathematics, Science, and Writing in grades 3-8 and 11 and is based on a high level of critical thinking. It challenges students to think and respond using a high order level of thinking. The Rhode Island Department of Elementary and Secondary Education and its office of Assessment and Accountability is responsible for the administration of all aspects of the Rhode Island State Assessment program (RISAP) and uses the NECAP scores as part of an accountability system to determine if schools are making Adequate Yearly Progress (AYP) towards the goal of having 100% of RI students’ proficient by 2014 . Commissioner Peter McWalters was pleased to inform in his letter to Rhode Islanders in the Report Card 2009 that not only in the 2008 NECAP test results but also in the past three years we have shown significant improvement in all grade levels and among all student groups including students living in poverty. He continues by saying that, “The scores for students in Grades 3 through 8 rose by 3 points in reading and mathematics and 5 points in writing. High-school scores (Grade 11) were up 7 points in reading, 5 points in mathematics, and 4 points in writing” (RIDE, Informationl Works! Measuring Rhode Island Schools for Change 2009, 2009).

As stated by Commissioner McWalters these improvements are wonderful; however, there is a lot more to do in order to close the gap. It is impossible for students to score very high in this particular or any assessment given if curriculum doesn’t follow or incorporates in its lessons what the test is assessing, therefore; it would be extremely hard for students to be proficient on the test if they are not receiving the instruction or reading skills necessary to meet the state standards and to be successful. Rhode Islanders need to see significant reforms in curriculum and instruction so that our students can meet their grade-level expectations in all subjects, which are so vital to the future well-being of the state and the success of student achievement (RIDE, Informationl Works! Measuring Rhode Island Schools for Change 2009, 2009).

I. **Individual Professional Development Plan:**

As a school administrator and educational leader it is my responsibility to foster best practices in curriculum leadership in order to make progress in this era of testing. Curriculum is a very important and critical piece in the achievement of test scores, student academic success and the school as a whole. A curriculum needs to be aligned, guaranteed and viable. “A viable curriculum is unattainable without the benefit of time. The content that teachers are expected to address must be adequately covered in the instructional time teachers have available” (Marzano, 2003, p. 24). In order to be guaranteed the state and the district needs to give clear guidelines to teachers regarding the content to be address in each specific course and grade level (Marzano, 2003).

As an administrator, I understand that reform efforts are not effective unless they contribute to increase student achievement. Therefore, my professional development plan and commitment to have an effective school with a focus on high quality instruction will be as follow: 1.) To work together with the SIT team, formal and informal teacher leaders, classroom teachers and school staff to develop and implement essential teaching Reading strategies to help and/or modify the current curriculum to ultimately improve students achievement in this area. These modifications will ensure content for a given grade level (7th grade first year, 8th grade second year and 6th grade third year) and will be adequately aligned with the GLE’s, instruction, assessment and addressed in the time available throughout the school year. Also to create a coherent plan in the school for language arts instruction that is based on assessment and provides access to such programs to all students. 2.) I will attempt to maximize and protect instructional time for language arts, especially for reading, and organize the resources and personnel needed to support classroom assessment and instruction. 3.) I will attend professional development and take courses that will help my professional growth in the area of Reading and curriculum to implement best research based practices throughout the school. 4.) I will also create an Instructional Leader Team (ILT) to help me analyze student data, work with teachers, and look at students work in order to increase test scores. 5.) I will attempt to visit classrooms regularly (learning walks) and give immediate feedback to teachers throughout the school year to ensure the curriculum is implemented and followed.

My professional development plan mentioned above will address the following National Leadership Standards: (I-#1) to promote the success of all students by developing, articulating, implementing, and sustaining a shared vision of learning and setting high expectations as well as (I-#2) ensuring student achievement and success by monitoring and continuously improving learning and teaching.

**II.** **Curricular Alignment:**

GSMS NECAP Reading Data Analysis

For the past four years GSMS school community has been doing an extraordinary job in making sure that test scores increase in order to make AYP and be out of corrective action. We have seen little progress year after year in Reading, but are not close to being 100% proficient in this area. Figure 1.3 shows the progress in percentage for all tested grades that are at the proficient level in Reading showing progress year after year with the biggest increase in 2008 . There is still a lot of work ahead of us and a journey that will take the input of everyone in the school and outside of school (parents, community members, etc.) to help students improve on the NECAP Reading test.

**GSMS Performance Progress for Reading: Percent Proficient**

Figure 1.3

NECAP Reading test results were carefully looked at to determine what areas of weakness GSMS students were experiencing when taking this test at the beginning of the 7th grade, by doing this analysis; GSMS could begin to implement schoolwide practices to increase student achievement in reading. Students were tested based on grade 6th GLE’s in the following areas; word identification and vocabulary, literary text, informational text, initial understanding and analysis and interpretation of text. Also, the Language Arts Levels of Depth of Knowledge in Reading Levels 1 through 4 were used for this analysis as RI students are assessed in these areas (see Appendix A to view DOK level descriptors for Reading). The depth of knowledge (DOK) code of an item is another property that helps test builders increase the information that can be reported back to the student. The DOK is based upon Dr. Norman Webb’s research and very helpful when analyzing the level of knowledge that a student needs in order to be proficient in a particular area of an item in the test. Each sample question given on the Item Analysis Report for 7th grade Reading shows the DOK required to correctly answer the item which is indicated as level 1, 2, or 3. Only items with a DOK level of 1, 2, or 3 were used on the NECAP test; however, DOK level 4 items can be created by teachers to be a valuable instructional tool in the classroom setting. It is crucial that instruction and classroom assessments reflect the DOK level of the objective or intended learning outcomes.

In general,

Level 1 items require recall or basic understanding (e.g. tell, recognize, use, measure, illustrate, define, quote, state, who, what, when, where, why).

Level 2 items require basic reasoning or application using skills and concepts (e.g. compare, relate, infer, summarize, organize, interpret, categorize, predict).

Level 3 items require complex or strategic thinking (e.g. revise, draw conclusions, cite evidence, assess, construct, compare, differentiate, and develop a logical argument).

Level 4 items require extended thinking or reasoning (e.g. create, prove, design, connect, synthesize, critique, apply concept, connect, analyze) (Webb, 2005).

Teachers need to think about the degree to which classroom instruction and assessments are aligned with the demands of content standards.  In order for learners to reach the cognitive demands of the content, think strategically and extensively, solve complex problems, and be able to reason, analyze and communicate their understandings, they will need well-constructed standards-based, lessons and assessments (Lowe). It will be ideal if all classroom instruction and assessments were designed to require students thinking and working at all levels of the DOK.

The findings for the investigation of the 2008 NECAP Item Analysis Report in Reading for grade 7 revealed the following major problems: out of 239 students that took the test, 211 students had trouble with Informational text (II) and 194 had trouble with literacy text (LI). Figure 1.4 shows a section of the 2008 NECAP released items from the Item Analysis Report in Reading for grade 7 which reveals the following: out of the 12 questions released, 8 of the questions pertain to initial understanding of informational text (II) which is one of the areas students are having difficulties. There were no questions released in this Item Analysis Report for literary text (LI) which is the second area of difficulty assessing GLE code 6-4. My data analysis indicates that our current 7th grade students are overwhelmingly deficient in the following assessed GLE’s R-6-7.1, 6-7.2, and 6-7.3 which requires students to use information to answer questions related to main idea, organizing information, and most Importantly understanding the passage from expository and practical texts; and standards R-6-4.1 and 6-4.2 which requires students to understand the elements of literary texts by identifying or describing characters or setting and paraphrasing or summarizing key ideas (see Appendix B to view GLE’S for above standards in detail).

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| GSMS Released Items Information NECAP 2008  WV- Word ID/Vocabulary II- Initial Understanding of Informational Text IA- Analysis and Interpretation  MC- Multiple Choice CR- Constructed-response questions |

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| Released Item Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Content Strand | WV | WV | II | II | II | IA | II | II | II | II | WV | II |
| GLE Code | 6-3 | 6-2 | 6-7 | 6-7 | 6-7 | 6-8 | 6-7 | 6-7 | 6-7 | 6-7 | 6-3 | 6-7 |
| DOK Code | 2 | 1 | 1 | 2 | 1 | 2 | 3 | 2 | 2 | 2 | 2 | 2 |
| Item Type | MC | MC | MC | MC | MC | MC | CR | MC | MC | MC | MC | CR | Figure 1.4 |

Figure 1.4 also gives us the DOK for each released item which shows the level of knowledge that the students are required to demonstrate in order to answer the question(s) correctly. Item number 3 and 5 are coded as level 1. This means that students are having difficulty in the Depth of Knowledge in Reading Level 1 which requires students to recall simple elements and details of story structure, such as sequence of events, characters, plot and setting, or understanding the meaning of a word or phrase. Item number 4, 8, 9, 10, and 12 are coded as level 2. This means that students are having trouble in the Depth of Knowledge in Reading Level 2 which requires students to identify and summarize the major events in a narrative, requires both comprehension and subsequent processing of text or portions of text, use context cues to identify the meaning of unfamiliar words, infer. Item number 7 is coded as level 3. Students are having trouble in the Depth of Knowledge in Reading level 3 which requires students to support ideas with details and examples, students may be encouraged to explain, generalize, or connect ideas, must be able to support their thinking for the constructive response, etc. Unfortunately, as mentioned earlier, this Item Analysis Report didn’t present released item for literary text. Therefore, we will presume that this particular standard is scale at level 2 in the DOK which means that students might be having difficulty in the Depth of Knowledge in Reading level 2 (see Appendix A ).

**Curricular- English Language Arts (ELA) Pacing Guide Analysis**

Teachers at the middle school level in the Providence School District are currently in the process of reviewing a new English Language Art (ELA) curriculum which will be fully implemented during the 2010-2011. This year only 1st and 2nd quarter of the new Pacing Guide for ELA were given to teachers at the middle school level hoping for the district to finish revising 3rd and 4th quarter before the end of this year 2nd quarter. This Pacing Guide document calls for teachers to cover specific GLE’s each quarter. For purpose of this paper and what is intended to generate, I will focus on 6th grade Pacing Guide for quarters 1 and 2 reading content to briefly analyze some instructional lessons and assessments to see if students are being instructed and/or assessed on the GLE’s addressed in the 7th grade NECAP Reading test and what levels of the DOK are being used. Unfortunately, quarters 3 and 4 are not available at the time of this study. During this analysis, I will only concentrate on the GLE’s that were our major weaknesses (informational and literary text) that our students displayed in the NECAP Reading test for 2008.

**Quarter 1**-

The parts of the GLE’s covered during this quarter are R-6-1 (1.1), R-6-2 (2.1), R-6-3 (3.1, 3.2) R-6-4 (4.1, 4.2), R-6-5 (5.1, 5.2), R-6-6 (6.1), and R6-6-13 (see Appendix C for detail of standards) for the reading section of the 6th grade ELA Pacing Guide Framework. There is nothing during this quarter that addresses standard R-6-7 to students which is material assessed in the NECAP Reading test and the number one weakness. During the first 23 days of the 1st quarter students are preparing for NECAP test. Teachers use a NECAP test prep packet which reviews material learned during 5th grade. Examples will be ***vocabulary words*** such as meaning of words, synonyms, antonyms, multiple meaning words and words in context reproducible; ***reading*** released items such as “A Century in the Sky” and “Sailing Forever” to practice strategies for “marking up” text, answering multiple choice questions, how to respond to short answer prompts, and how to analyze a prompt. For days 19-23 teachers simulate test taking opportunities to get them ready for NECAP test. DOK presented during these 23 days are levels 1 and 2.

For days 24-45 teachers are using Interactive Reader Plus/Interactive Reader for English Learners to teach reading and writing; however, they only concentrate on reading instruction during days 30-40. During this period the following GLE’s for Reading are address: R-6-2.1, R-6-3(3.1, 3.2), R-6-4 (4.1, 4.2), R-6-5 (5.1, 5.2), R-6-6.1, and R6-6-13. The readings required during this period of time are *“Eleven”* and *“All Summer in a Day”* from Sandra Cisneros. Teachers are required to model reading strategies and focus on character traits, metaphors and similes, making predictions, and identifying settings. Types of assessments include: graphic organizers, multiple choice questions, and summary paragraphs. We can clearly see linkage between instruction and assessment on one of the standards that is being addressed in the NECAP Reading Test during the allotted days. For example, there is focus on Initial understanding of literary text (GLE R-6-4) which is one of the two major weakness students have when taking NECAP test in the 7th grade. However, the major weakness is not addressed which could explain the gap and why students performed weakly in the Informational text area of Reading. Only ten days of instruction in this particular area is not enough time to learn, so how can we expect students to become proficient in this limited time? Students need time to engage in developmental, reinforcement and practice/drill activities in order for students to reach proficiency in any skill and area of study. Levels of DOK used during this quarter are level 1 and level 2.

**Quarter 2-**

The parts of the GLE’s address during this quarter for Reading are: R-6-2.1, R-6-3(3.1, 3.2), R-6-4(4.2, 4.3), R-6-5(5.2, 5.3, 5.5), R-6-6.1, and R-6-7(7.2, 7.3, 7.4) (see Appendix C for detail of standards) of the 6th grade ELA Pacing Guide Framework. There are about 45 days allotted to this quarter in which 18-20 of these days focus on reading. Teachers use reading from Interactive Reader Plus/Interactive Reader for English Learners to teach the content. The readings required during this period of time are: *“Matthew Henson at the Top of the World”, “The Story of my Life”, “Abd al-Rahman Ibrahima”,* and *“Woodsong”* which addresses the following genres: autobiography, biography and memoir.Teachers are required to model reading strategies and focus on comparing and contrasting characters, identifying main ideas and details, analyzing characters, following sequence of events to understand how, why, and when events happen, information about setting, identifying and understanding author’s purpose. Types of assessments include Venn diagrams, graphic organizers, multiple choice questions, literary analysis of the biographies, and short responses to the readings. During this quarter, we can clearly see evidence of the GLE’s (Informational and Literary text) that are assessed in the NECAP Reading test. For example GLE’s R-6-4.2, R6-4.3, and R-6-7.3 which are the two major weaknesses students face during the NECAP test are well linked to instruction and assessment. Again, there is not enough time to develop the necessary reading skills to be proficient and help our students test well on this information. The levels of DOK used during this period of time are: level 1, level 2, level 3 and few assignments that can be considered level 4.

Since we don’t have quarters 3 and 4 to analyze what GLE’s are addressed for Reading during this period, we cannot tell if our areas of weakness are emphasized and highly addressed in order for students to assess well on the NECAP test. We can only hope and assume that there is a lot of practice, reinforcement, teaching, alignment and enough time in the lessons and assessments to link everything to the standards addressed in the NECAP test in order for students to reach proficiency. Hopefully, this curriculum will links to the standards, classroom instruction, and assessments so we can see improvement in those areas of weakness that are displayed in Reading according to our test scores.

**Language Intervention Program-**

Language is a comprehensive literacy curriculum which is an intervention reading program for selected struggling readers who score below the 30th percentile on group-administered standardized tests used by district and states to monitor reading progress. This program provides three group-administered assessments to help determine the appropriate instructional placement and pacing for students. It also establishes students’ current level of functioning against which teachers can measure progress (Services). Each placement test is designed to provide a reliable and valid measure of a key skill taught in the curriculum. The skills measured are speed and accuracy of word identification, text comprehension, and spelling. The tests are not intended to provide an exhaustive assessment of literacy, but rather to serve as valid indicators of the important skills of reading and spelling. Based on their patterns of performance on these tests, students can begin the curriculum at one of two main entry points: Book A, Unit 1 which helps students that are demonstrating deficiency in basic decoding and Book C, Unit 13 is for students showing proficiency with beginning sound-symbols correspondences, but deficiencies at higher levels of word analysis (Services).

This program is very structured with individualized instruction for which allows teachers to adjust pacing and determine independent reading materials and other instructional support for individual students. In additions, teachers can also set instructional goals and monitor how much progress is needed to bring student performance to grade-level, and identify and intervene with students who are falling behind in the curriculum.

**III. Linkage of GLEs to Instructional Tasks:**

Below are two sample lessons that target the areas of need (Informational and Literary text) based on the analyzed data. These selected lessons are exemplars of best practice linked to the content standards address in the NECAP test 2008. These lessons can be delivered as mini-lesson or targeted interventions within the assigned unit without compromising the integrity of the new Guaranteed and Viable Curriculum (Pacing Guide for ELA).

**Lesson 1**

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| **OBJECTI VE:**  Students will demonstrate understanding of informational text. Students will be able to obtain, use information, and organize information from text features.  **GLE’s Being Addressed:** R-6-7.1, R-6-7.2, R-6-7.3, and R-6-7.4(local)  **DOK:** Level 1, Level 2, Level 3 and Level 4  Day 1 (45-50 minutes Instruction/Activities) Day 2 (Assessment)  **Instruction-**  Before reading APK and set purpose. Begin reading the article “The First Freeze-Dried Food” by Mary E. Forbes (see Appendix D). Students will need a highlighter or a pencil to highlight or underline important information. While reading, pause and reflect to create full understanding of the text. When students finished the reading, tell students that they are going to learn a special strategy that they can use to help them understand something they read. The strategy is called 3-2-1.  **Activity-**   |  |  |  |  | | --- | --- | --- | --- | | 3-2-1 Chart  Title of Article:  Source:  3 things you discovered   |  | | --- | |  |   2 interesting things   |  | | --- | |  |   1 question you still have   |  | | --- | |  |   CHART 1 |   Have students create a 3-2-1 chart (See Chart 1). The first step is to write the title of the article and the source. The second step is to write “3 things we discovered.” The third step is to write “2 interesting things”. Ask students to go back through the text and underline or highlight three things they discovered and two things they find interesting. Last, have students think of one question they still have about the topic. They will write “1 question we still have” on the chart. Students will share this information with the class to create discussion and answer the questions they still have in regards to the article. (DOK Level 1 and 2)  **Homework-**  Provide students with several different summaries written about that same informational text. Have students read each summary and determine which one is the best summary of the text based upon the criteria for summarization. Have students write the points that make it the best summary while writing the problems with the other summaries. (DOK Level 4)  **Assessment-** See assessment #1 in section IV |

**Lesson 2**

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| **OBJECTIVE:**  Students will demonstrate understanding of elements of literary texts. Students will be able to describe, identify and summarize key characters, plot, setting, and problems in a text.  **GLE’S Being Addressed:** R**-**6-4.1, R-6-4.2, R-6-4.3(local) **DOK:** Level 1, Level 2, Level 3 and Level 4  Day 1 (45-50 minutes Instruction/Activities) Day 2 (Assessment)  **Instruction**-  Before reading APK, set purpose and ask students to pay close attention to the characters, the setting, the plot, and any significant changes in characters or setting over time. Begin reading “Dinner Time” by Pop Garner (see Appendix E) allowing students to underline and highlight important information as they read. While reading, pause and reflect to create full understanding of the text. When students finish the reading, discuss how the elements of the story work together and clarify any questions students might have at this time.  **Activities-**   1. Have students create a story map chart, students will identify the setting (where and when), characters (major and minor), plot/problem, event(s), and outcomes. (DOK level 1 and 2) 2. In pairs students will explain in detail the following: how each character’s personality is revealed through the things they say and do, why the setting is important to the plot: winter time, ski area, presence of bears, and how the plot reveals the author’s theme; they will report their findings to the class. (DOK level 3)   **Homework**- Ask students to create a News Article for the Providence Newspaper summarizing the major events of the story. They need to give a brief description of what happened, when, where and who was involved in the event. (DOK level 4)  **Assessment-** See assessment # 2 in section IV |

**IV. School / Classroom Assessment**

It is extremely important to assess students regularly (before, during or after instruction) in order to find critical information that will help us determine what to teach, how much they are learning, and whether or not students have achieved mastery. These assessments whether formal (mid-year and end of course exams), informal (graphic organizers), formative or summative should be common and linked as closely to the standards, curriculum and instruction in order for students to achieve proficiency.

**Assessment 1**

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| Assessment 1 is based on the informational text “The First Freeze-Dried Food” by Mary E. Forbes. GLE’s that are being addressed in this assessment are R-6-7.1, R-6-7.2, R-6-7.3, and R-6-7.4(local). I will give some examples on questions that can be asked in the assessment to help students meet grade level expectations described in the GLE’s.   1. The map helps a reader understand this article because it shows- (DOK level 2) 2. Where the Aymara Indians live 3. Where South America is located 4. Why the Aymara Indians came to Peru 5. Why Peru has warm days and cold nights 6. The purpose of this article is to- (level 3) 7. Provide information about cooking potatoes 8. Give the history of the Aymara people 9. Persuade people to eat freeze-dried potatoes 10. Explain how the Aymara people freeze-dry potatoes 11. The question in paragraph 1 most help a reader to- (DOK level 3) 12. Find freeze-dried potatoes 13. Locate mountains on a map 14. Predict what the article is about 15. Understand facts about the author’s life 16. Which of these sentences would be most important to include in a summary of this article? (DOK level 3) 17. The people of Peru farm more than 200 different kinds of potatoes. 18. The Aymara Indians were the first people to learn how to freeze-dry potatoes. 19. Most of the potato pieces produced during the drying process are the size of limes. 20. The vegetable section of the grocery store has different kinds of freeze-dried potatoes. 21. What could be added to help a reader better understand the information in this article? In your response, use information from the article that supports your answer. (DOK Level 3) |

**Assessment 2**

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| Assessment 2 is based on the reading “Dinner Time” by Pop Garner. GLE’s being addressed in this assessment are R-6-4.1, R-6-4.2 and R-6-4.3(local). I will give some examples on questions that can be asked in the assessment to help students meet grade level expectations described in the GLE’s.   1. Based upon the story “Dinner Time” what can the reader predict about Celia’s behavior after the story ends? (DOK level 2) 2. Celia will go back to the mountainside to skiing again. 3. Celia will go home and sadly tell her mother about what happened. 4. Celia will go back to the mountains to find the bear that gobbled Pete and give him dinner. 5. None of the above 6. Which of these details about the setting is most important to the events in the story? (DOK level 2) 7. The gray January day 8. the small cliff 9. the wooded mountainside 10. dinner time 11. Explain how the author’s use of words helps readers understand the setting. In your respond use words from the story that support your explanation. (DOK Level 3) 12. Explain what message or big idea is the author trying to share with the reader. In your respond use words from the story that support your explanation. (DOK Level 3) 13. Create a storyline for a Newspaper based on the events and story elements. Cite text-based evidence. (DOK Level 4) |

**V. Group Professional Development Plan**

The following development plan has been designed to foster the development and implementation of the reading curriculum for Gilbert Stuart Middle School. This plan is in conjunction with my individual professional development plan.

**SMART Goal Planning Sheet for GSMS**

School Goal-

The percentage of students in grade 7 and 8 achieving proficiency or higher on NECAP Reading will increase from 36% to 55% by October 2010 (and 70% by October 2011).

|  |  |  |  |
| --- | --- | --- | --- |
| **SMART Goal** | **Strategic/Action Steps** | **Responsibility** | **Timeline** |
| Faculty and staff will develop a shared vision and mission that reflects high standards and increasing student academic achievement. | Come up with ideas and record shared vision and mission, statements from faculty and staff.  Group vote for final statement for GSMS shared vision and mission. | Principal | SIT Team Meeting |
| Teachers will analyze student data and create Data walls/charts to track student performance across the year. | Review of students incorrect responses from assessment at Common Planning Time. | Principal and Lead Teachers will construct and revise data wall. Classroom teachers and support staff will utilize data wall. | Monthly SIT meeting  Three months: Twice a week at Common Planning Time |
| Teachers will develop a better understanding on how to analyze data. | Review of data as a group during Common Planning Time with guided questions. | Principal and Lead Teachers | Three months: Twice a week at Common Planning Time |
| Principal and Lead teacher will monitor implementation of curriculum and give teacher feedback on collected data | Monitor implementation of curriculum by engaging in regular classroom walkthroughs using walkthrough protocol and data to engage in conversation about instruction. | Principal and Lead Teachers (when possible) using appropriate walkthrough protocol.  Principal, Lead Teacher, Classroom teachers, Special Educators will discuss walkthrough data. | A minimum of 15 walks per week.  Walkthrough data is analyzed on a monthly basis at a minimum.  Walkthrough Summary Sheets shared and discussed at collaborative sessions on a monthly basis. |
| Teachers will implement the ELA pacing guides in every core ELA classroom, every day for every student | Instruction will be based upon RI GLE’s as specified in ELA pacing guides and utilize aligned instructional and assessment resources. | Classroom teachers and support staff | Classroom visits observations analyzed at the end of each month.  Program assessment administered according to pacing guide schedule each month. |
| Leaders and teachers will openly and consistently communicate with parents to improve student achievement in the area of Reading/ELA | Utilize monthly school newsletter to communicate about curriculum, student data, and instructional outreach. | Principal, Teachers, parents | Monthly newsletter |

In addition, all teachers will be provided with professional development to help with the implementation of the developed mini-lessons and an in-depth training for the effective use of new strategies and interventions needed in order to help decrease the gap in reading. Training of new strategies will be based on Robert Marzano’s *High-Yield Instructional Strategies* mentioned in his book, Classroom Instruction that Works-Research Strategies for Increasing Students Achievement (2001) (see Appendix F) which are nine strategies that have been identified as being research based best practices for improving student achievement in all grades and subject areas.

There will be time allocated for administration and educators to reflect, discuss, analyze, and improve their own professional practices as well as to plan and refine instruction accordingly. Teachers will receive training and support from principal and lead teachers to create common rubrics, common assessments and manage assessments successfully. Also, as a school we will dedicate a week each quarter to read across the curriculum to help our students be prepared to meet identified standards in all areas. Lastly, GSMS faculty and staff will be engaged in completing a Force Field Analysis. This analysis requires them to examine the driving forces that are currently in place and support or drive changes at the school as well as to look at those forces that can slow down the implementation of new or needed changes in school reforms (see Appendix G) all in hope to decrease the gap in reading and increase student achievement.

**APPENDIX A**

**Depth of Knowledge Level Descriptors**

**READING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 1-**  **Recall**  Requires students to receive or recite fact or to use simple skills or abilities. Oral reading that does not include analysis of the text as well as basic comprehension of a text is included. Items require only a minimal understanding of text  presented and often consist of verbatim recall from text or simple understanding of a single word or phrase. Some examples that represent but do not constitute all of Level 1 performance are:  Ø Support ideas by reference to details in the text.  Ø Use a dictionary to find the meaning of words.  Ø Identify figurative language in a reading passage.  *Automatic responses will be dependent on grade level.* | **Level 2 –**  **Basic**  **Application**  **of Skill/**  **Concept**  Includes the engagement of some  mental processing beyond recalling  or reproducing a response; it requires both comprehension and subsequent processing of text or  portions of text. Inter sentence analysis of inference is required.  Some important concepts are covered but not in a complex way.  Standards and items at this level may include words such as *summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion.* Literal main ideas arestressed. A Level 2 assessment item may require students apply some of the skills and concepts that Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For  example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students  demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some  examples that represent but do not  constitute all of Level 2 are covered in Level 1. Some examples that represent but do not constitute all of Level 2 performance are:  Ø Use context cues to identify the meaning of unfamiliar words.  Ø Identify and summarize the major events in a narrative.  Use information or conceptual knowledge.  *At this level 2 or more steps are typical.* | **Level 3 –**  **Strategic**  **Thinking**  Deep knowledge becomes more of a focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students’ application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent but do not constitute all of Level 3  performance are:  Ø Determine the author’s purpose and describe how it  affects the interpretation of a  reading selection.  Ø Summarize information from multiple sources to address a specific topic.  Ø Analyze and describe the characteristics of various types of literature. | **Level 4 –**  **Extended**  **Thinking**  Higher order thinking is central and knowledge is deep at Level 4. The standard or assessment item at this level will probably be an extended activity, with extended time provided. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. Students take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the  connections among texts. Some examples that represent but do not constitute all of Level 4 performance are:  Ø Analyze and synthesize information from multiple sources.  Ø Examine and explain  alternative perspective across a variety of sources.  Ø Describe and illustrate how common themes are found across texts from different cultures. |

L.A. examples from: Council of Chief State School Officers TILSA Alignment Study,

*Reviewer Background Information and Instruction, May 2001.*

**APPENDIX B**

**Grade 6 GLE’s (state level) used in the NECAP Released Items 2008 Reading Assessment**

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| --- |
| **INITIAL UNDESTANDING of INFORMATIONAL TEXT** |
| **All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help student s in meeting grade level expectations described in the TSNE GLEs.** |
| **END OF GRADE 6** |
| **R-6-4: Demonstrate initial understanding of elements of literary text by…**   * R-6-4.1 Identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character **or setting** over time(e.g., (of setting changing): In this poem, how does the farm’s appearance change over the year?) * R-6-4.2: Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text |
| **R-6-7: Demonstrate initial understanding of informational texts (expository and practical texts) by…**   * R-6-7.1 Obtaining information form text features (e.g., table of contents glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) |
| * R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details * R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting |

**APPENDIX C**

**RHODE ISLAND LOCAL AND STATE (NECAP) GLE’S FOR 6TH GRADE READING**

|  |
| --- |
| **R-6-11  Reading Fluency and Accuracy**  R-6-11.1 Reads grade-level appropriate material with ... Accuracy: reading material appropriate for grade 6 with 90-94% accuracy (Local)  R-6-11.2 Reads grade-level appropriate material with ... Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading (Local)  R-6-11.3 Reads grade-level appropriate material with ... Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue (Local) |
| **R-6-1  Word Identification Skills and Strategies**  R–6–1.1 Applies word identification/decoding strategies by ... Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local) |
| **R-6-2  Vocabulary: Vocabulary Strategies**  R-6-2.1 Students identify the meaning of unfamiliar vocabulary by ... Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) (State) |
| **R-6-3  Vocabulary: Breadth of Vocabulary**  R-6-3.1 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by ... Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning (State)   |  | | --- | |  |   R-6-3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by ... Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (State) |
| **R-6-4  Literary Texts: Initial Understanding of Literary Texts**  R-6-4.1 Demonstrate initial understanding of elements of literary texts by ... Identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time (State)  EXAMPLE (of setting changing): In this poem, how does the farm’s appearance change over the years?  R-6-4.2 Demonstrate initial understanding of elements of literary texts by ... Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State)  R-6-4.3 Demonstrate initial understanding of elements of literary texts by ... Generating questions before, during, and after reading to enhance understanding and recall, expand understanding and/or gain new information (Local)  R-6-4.4 Demonstrate initial understanding of elements of literary texts by ... Identifying the characteristics of a variety of types/genres of literary text (e.g., **literary texts**: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends (Local)  R-6-4.5 Demonstrate initial understanding of elements of literary texts by ... Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, simple metaphors, flashback, onomatopoeia, repetition, or idioms (Local) |
| **R-6-5  Literary Texts: Analysis and Interpretation of Literary Text, Citing Evidence**  R-6-5.1 Analyze and interpret elements of literary texts, citing evidence where appropriate by ... Explaining or supporting logical predictions (e.g., providing evidence from text to explain why something is likely to happen next) (State)  R-6-5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by ... Describing characters’ traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters’ traits, motivations, or their changes over time (State)  R-6-5.3 Analyze and interpret elements of literary texts, citing evidence where appropriate by ... Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters’ actions or thinking) (State)  R-6-5.4 Analyze and interpret elements of literary texts, citing evidence where appropriate by ... Explaining how the narrator’s point of view affects the reader’s interpretation (State)  EXAMPLE: This story is told from Ted’s point of view. What do you know about how Ted feels because he tells the story?  R-6-5.5 Analyze and interpret elements of literary texts, citing evidence where appropriate by ... Identifying author’s message or theme (State)  R-6-5.6 Analyze and interpret elements of literary texts, citing evidence where appropriate by ... Subsumed under R-6-5.2 and R-6-5.3 |
| **R-6-6  Literary Texts: Analysis and Interpretation of Literary Text, Citing Evidence**  R-6-6.1 Analyze and interpret author’s craft, citing evidence where appropriate by ... Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary work (State)  R-6-6.2 Analyze and interpret author’s craft, citing evidence where appropriate by ... Demonstrating knowledge of use of literary elements and devices (e.g., rhyme, alliteration, dialogue, flashback, onomatopoeia, repetition, or idioms) to analyze literary works (Local) |
| **R-6-16  Literary Texts: Generates a Personal Response**  R-6-16.1 Generates a personal response to what is read through a variety of means ... Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local)  R-6-16.2 Generates a personal response to what is read through a variety of means ... Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local) |
| **R-6-7  Informational Texts: Initial Understanding of Informational Text (Expository and Practical Text across Content Areas)**  R-6-7.1 Demonstrate initial understanding of informational texts (expository and practical texts) by ... Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)  R-6-7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by ... Using information from the text to answer questions related to main/central ideas or key details (State)  R-6-7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by ... Using information from the text to answer questions related to main/central ideas or key details (State)  R-6-7.3 Demonstrate initial understanding of informational texts (expository and practical texts) by ... Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)  R-6-7.4 Demonstrate initial understanding of informational texts (expository and practical texts) by ... Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)  R-6-7.5 Demonstrate initial understanding of informational texts (expository and practical texts) by ... Identifying the characteristics of a variety of types of text (e.g., **reference**: dictionaries, glossaries, thesauruses, encyclopedias, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles; and **practical/functional**: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets) (Local) |
| **R-6-8  Informational Texts: Analysis and Interpretation of Informational Text (Expository and Practical Text across Content Areas), Citing Evidence**  R-6-8.1 Analyze and interpret informational text, citing evidence as appropriate by ... Connecting information within a text or across texts (State)  R-6-8.2 Analyze and interpret informational text, citing evidence as appropriate by ... Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)  R-6-8.3 Analyze and interpret informational text, citing evidence as appropriate by ... Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)  R-6-8.4 Analyze and interpret informational text, citing evidence as appropriate by ... Distinguishing fact from opinion, and identifying possible bias/propaganda (State)  R-6-8.5 Analyze and interpret informational text, citing evidence as appropriate by ... Making inferences about causes or effects (State) |
| **R-6-12  Reading Strategies: Strategies for Monitoring and Adjusting Reading**  R-6-12.1 Demonstrates ability to monitor comprehension for different types of texts and purposes by ... Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/ meaning, or other context cues) (Local) |
| **R-6-13  Reading Strategies: Reading Comprehension Strategies**  R-6-13 Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local)  EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) (Local) |
| **R-6-14  Breadth of Reading: Reading Widely and Extensively**  R-6-14.1 Demonstrates the habit of reading widely and extensively\* by ... Reading with frequency, including in-school, out-of-school, and summer reading (Local)  R-6-14.2 Demonstrates the habit of reading widely and extensively\* by ... Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local) |
| **R-6-17  Breadth of Reading: Participating in Literate Community**  R-6-17.1 Demonstrates participation in a literate community by ... Self-selecting reading materials aligned with reading ability and personal interests (Local)  R-6-17.2 Demonstrates participation in a literate community by ... Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local) |
| **R-6-15  Breadth of Reading: Reading for Research Across Content Areas**  R-6-15.1 Research\* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by ... Identifying potential sources of information (Local)  R-6-15.2 Research\* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by ... Evaluating information presented, in terms of relevance (Local)  R-6-15.3 Research\* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by ... Gathering, organizing, and interpreting the information (Local)  R-6-15.4 Research\* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by ... Using evidence to support conclusions (Local) |

**APPENDIX D**

*The First Freeze-Dried Food*

by Mary E. Forbes



**1**When you walk into the freezer section of your local food store, have you ever noticed all the different kinds of frozen potatoes there are to choose from? Did you know that potatoes may have been the first frozen food and came from the Andes Mountains of Peru?

Peru is a South American country that farms more than 200 different kinds of potatoes. The potatoes come in many different colors such as purple, white, black, and red. Potatoes are a big part of the Peruvian diet and have been for a very long time. The Spanish Conqueror Pedro Cieza de León wrote the first known history of the potato in his paper "Chronicle of Peru" in 1553. But early Peruvian art shows the potato in Peruvian life as far back as 400 A.D.

The Aymara (Imärä’) Indians, who are native to Peru, were the first people to find out how to freeze-dry potatoes. The Aymara call their freeze-dried potatoes "Chuño." After the farming season, the Aymara Indians pick the potatoes that have been planted high on raised landscapes around Lake Titicaca. The raised landscapes look like long, wide steps that ripple down the mountains. The steps are called "Plateaus" and can reach as high as 12,000 feet. The sunshine here is very strong, and the nights are very cold. To make the Chuño, the Aymara people gather the potatoes like their Inca families did a long time ago. They spread the potatoes on a large cloth during the day and cover them with straw. The straw acts as a block from the hot rays of the sun. The heat from the sunshine dries the potatoes and they shrink in size. At night the potatoes are left in the cold air to freeze.

Before the sun warms the new day, the Aymara break the frozen potatoes into smaller pieces by stomping them with their feet. The stomping also helps to remove extra water that is inside the potato. The potato pieces break into different sizes, but most are about the size of a lime. Once the potatoes are smaller, they are left in the sun and the cold for several more days. When the potatoes are totally dried, the pieces are brought to streams and left in running water for a couple of weeks. The running water "washes" the potatoes and takes away any bad taste and potato skins that may be left behind. Once the potatoes are washed, they are left outside until completely dried. The dried potatoes are very light and the Aymara can easily carry this food with them. Potatoes freeze-dried this way may also be saved for many years without using a freezer or refrigerator.

**APPENDIX E**

Story

DINNER TIME

Pete and Celia [two characters] are out on a wooded

mountainside [setting] skiing on a gray January day

[setting] just before dinner [setting].

Pete thinks he’s a good skier [character] and has talked

Celia into going up to the top of the mountain with him

[plot] so he can show off how good he is [character], but

he grows hungry for dinner [character] and sets off down

the hill as fast as he can [plot], leaving Celia behind

[character]. Celia is not nearly as good a skier and is

scared to be left alone [character], although she too is

hungry [character] and sets off slowly downhill after Pete

[plot].

She watches as Pete skis close to the woods and is spotted

by a bear which chases after him [plot].

She shouts to warn Pete, but he pays no attention [plot],

figuring [character] she is just making a fuss because he

has left her alone [plot].

Fighting her fear [character], Celia sets off downhill much

faster [plot] than she normally skis [character] and shouts

again [plot], hoping to attract the bear’s attention away

from Pete [character].

The bear abandons his chase after Pete and turns to catch

Celia [plot]. She is not skillful enough [character] to avoid

the bear and skis smack into it [plot]. The bear is knocked

off balance and falls over [plot] a small cliff [setting],

landing downhill right in front of Pete [plot]. The bear

promptly catches Pete and gobbles him up [plot].

Celia gets back on her skis, heads slowly downhill to the

lodge [plot], and as she passes the munching bear, she

shakes her head sadly [character] and says, .Oh, for Pete’s sake.

**APPENDIX F**

**MARZANO’S HIGH YIELD INSTRUCTIONAL STRATEGIES**

In Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Robert Marzano (2001) and his colleagues identify nine high-yield instructional strategies through a meta-analysis of over 100 independent studies. They determined that these nine strategies have the greatest positive affect on student achievement for all students, in all subject areas, at all grade levels. Marzano’s nine high-yield instructional strategies are summarized in the table that follows.

|  |  |  |
| --- | --- | --- |
| **High Yield Instructional Strategies** | **Research says** | **Examples** |
| **Identifying similarities and differences** | Students should compare, classify, and create metaphors, analogies and graphic representations | T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers, **QAR**, **sketch to stretch, affinity, Frayer model,** etc. |
| **Summarizing and note taking** | Students should learn to delete unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. | Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, **quick writes, graphic organizers, column notes**, **affinity,** etc. |
| **Reinforcing effort and providing recognition** | Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards. | Hold high expectations, display finished products, praise students’ effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment etc. |
| **Homework and practice** | Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be debriefed. | Retell, recite and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, interdisciplinary teams plan together for homework distribution, etc |
| **Nonlinguistic representations** | Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic activity in order to assimilate knowledge. | Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, maps, **sketch to stretch, K.I.M.,** etc. |
| **Cooperative learning** | Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. | Integrate content and language through group engagement, reader’s theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, **jigsaw**, group reports, choral reading, **affinity,** etc. |

|  |  |  |
| --- | --- | --- |
| **Setting objectives and providing feedback** | Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion. | Articulating and displaying learning goals, KWL, contract learning goals, etc. |
| **Generating and testing hypothesis** | Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision making. | Thinking processes, constructivist practices, investigate, explore, social construction of knowledge, use of inductive and deductive reasoning, **questioning the author,** etc. |
| **Questions, cues, and advance organizers** | Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait timebefore accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized. | **Graphic organizers,** provide guiding questions before each lesson, **think alouds**, inferencing, predicting, drawing conclusions, skim chapters to identify key vocabulary, concepts and skills, **A.C.E. anticipation guide, annotating the text,** etc. |

**APPENDIX G**

**GSMS Force Field Analysis**

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| --- | --- |
| **Desired Change: To improve Reading scores on the 2010 NECAP test in the areas of Informational and Analysis and Interpretation** | |
| **Driving Forces**  **(Those which currently exist & support or drive the desired change)** | **Restraining Forces**  **(Forces that may inhibit the implementation of the desired change)** |
| * NECAP * SIT * District mandated PD * School Based Instructional PD for targeted areas of need * NCLB * PLC * Personal Literacy Plan (PLP) * School POP Plan * School Mission and Vision * Analyzing Data to support needed change * Meeting Adequate Yearly Progress (AYP) * Public Accountability * State mandates-standards * Building Principal * Leadership Programs (AfterZone, after school programs) * Interventions- After school tutoring, Saturday school, Literacy program, Step Up with Writing) * New Math and Science Curriculum * Students needs * Student Advisory * Common Planning Time * Teacher Leaders * Pacing Guide * Motivated Faculty and Staff | * Fear of the unknown * Fear of failure * Fear of commitment * Lack of staff participation * Lack of resources (instructional materials) * Lack of intervention resources (after school programs) * District Policies * New Schedule (District Mandated) * New staff, filling in vacancies * Lack of team and common planning time * More parent, community involvement needed * Mobility of students/staff * Not enough funding/Lack of control over funds * Not enough instructional time * Social Promotion from 6th -8th * Lack of time for reflection * More staff needed * Lack of Technology * Not enough time for collaboration * Language barrier * Negative attitudes * Lack of teachers training and preparation * Too much planning and not enough doing * Student civic and social needs (lack of support staff/protocol for referral) * Staff Buy-In * Lack of knowledge on behalf of faculty in utilizing scores to enforce teaching and learning * Time |

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